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ABSTRACT

Kansas Public Schools are required by state law to have a program of patriotic exercises that includes instructions relating to flag etiquette, use, display, recitation of the "Pledge of Allegiance," and observance of legal holidays. The Kansas State Board of Education (KSBE) has prepared this booklet as a resource for schools to develop appropriate programs of patriotic exercises. The booklet includes the federal Flag Code, instructional suggestions, and selected resources that schools in Kansas may use to develop a program that meets the statutory requirements and aligns with local curriculum. The booklet is divided into eleven sections: (1) "Introduction"; (2) "Statutory Authority"; (3) "Suggested Patriotic Exercises"; (4) "Linking a Program of Patriotic Exercises to the Kansas Curricular Standards"; (5) "Flag Etiquette, Use and Display"; (6) "History of the Pledge of Allegiance"; (7) "Presenting the Flag"; (8) "Folding the Flag"; (9) "Examples of Various Flag Displays"; (10) "Significant Legal Holidays for Flying the Flag"; and (11) "Resources and Activities." (BT)

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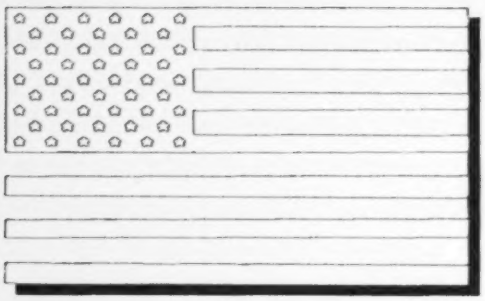
A Program for Providing Patriotic Exercises and Instructions for Flag Etiquette, Use, and Display

August, 2001



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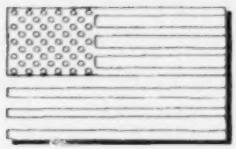
Introduction



Kansas Public Schools are required to have a "program of patriotic exercises" that includes instructions relating to flag etiquette, use and display, recitation of the *Pledge of Allegiance*, and observance of legal holidays. (*K.S.A. 72-5308, as amended.*)

The Kansas State Board of Education (KSBE) has prepared this booklet as a resource for schools to develop appropriate programs of patriotic exercises. Included are the federal *Flag Code*, instructional suggestions, and selected resources that schools may choose to use in the development of a program that meets the statuatory requirements and also aligns with the local curriculum.

Statutory Authority

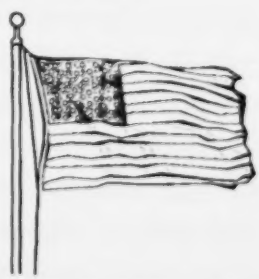
2001 House Bill No. 2105 (L. 2001, ch. 79)
Be it enacted by the Legislature of the State of Kansas:

Section 1. K.S.A. 72-5308 is hereby amended to read as follows:
72-5308
(a) The state board of education shall prepare for the use of the public schools a program providing for patriotic exercises the board deems to be expedient, under such instructions as may best meet the varied requirements of the different grades in such schools. The program of patriotic observation of every school district shall include:
  (1) A daily recitation of the pledge of allegiance to the flag of the United States of America;
  (2) Instructions relating to flag etiquette, use and display; and
  (3) Provisions relating to the observance in public schools of Lincoln's birthday, Washington's birthday, Memorial day, and Flag day; and such other legal holidays designated by law.
(b) The state board of education shall adopt any rules and regulations necessary to implement the provisions of subsection (a).

Section 2. K.S.A. 73-707 is hereby amended to read as follows: 73-707. The board of education of every school district and the proprietor of a private or parochial school in this state shall provide a suitable flag of the United States of America with staff or flagpole for every schoolhouse under the control and supervision of such board or proprietor. The flag shall be displayed in conformance with the instructions relating to flag etiquette, use and display adopted by the state board of education under K.S.A. 72-5308, and amendments thereto.

Section 3. K.S.A. 72-5308 and 73-707 are hereby repealed.

Section 4. This act shall take effect and be in force from and after its publication in the statute book.



Suggested Patriotic Exercises

The following are suggested patriotic exercises that schools can utilize. Exercises should be selected to best meet the varied local requirements of the different grade levels in schools.

Also, by state law, the program of patriotic exercises of each school must include an observance of Lincoln's birthday, Washington's birthday, Flag Day, Memorial Day, and such other legal holidays designated by law.

- In elementary classes, start each school day with a recitation of the Pledge of Allegiance.
- At each assembly during the school year, have the principal, a faculty member, and a student lead the other faculty members and students in reciting the Pledge of Allegiance.
- In elementary classes, discuss the meaning of the words in the Pledge of Allegiance. Discuss what this or any other country would be like if it did not have liberty and justice and if its people were so divided that they could not live peacefully with each other. Students could show what they learned by dramatizations or by making drawings to illustrate their ideas.
- Have older students create posters, using newspaper articles they find, that show examples of liberty, justice, and people living peacefully together as opposed to other examples showing those conditions not being present in different parts of the world. Maps could show the locations of the sites where the stories took place.
- On the first day of school each month, or in connection with national and state holidays, special school days, or special community events, have a different group of students perform a proper flag-raising and flag-lowering ceremony at the flagpole of the school. Prior to such ceremonies, the students will have to be instructed on how to conduct the ceremony. (Sections 174d and 177 of The Flag Code)
- Have students study and then demonstrate proper displays of the flag using flags and The Flag Code as resources. (Section 175 of The Flag Code) Have students discuss the rationale for the code, i.e., why flags are sometimes flown at half-staff, or why flags of two or more nations are flown from separate staffs of the same height and are approximately the same size.
- Have students conduct research on the flag as a symbol that evokes strong feelings among many of our citizens, such as those who have fought for this country and those who have immigrated from other nations.
- Have students discuss the ideals the flag represents, such as liberty and justice, and even the right of some citizens not to pledge allegiance to it. There was a controversy over students in school saluting the flag, which resulted in two Supreme Court decisions in the 1940s. Those cases are Minersville v. Gobitis (1940) and West Virginia State Board of Education v. Barnette (1943). Students could conduct research about these cases and present reports to the class in a variety of creative ways.
- Have students collect or make pictures of the various forms the U.S. flag has taken since our nation's beginnings. Have them investigate and explain the symbolism in the various forms of the flag, how and why it has changed, and how it has stayed the same.
- Have students investigate and identify arguments concerning a constitutional amendment that would outlaw desecration of the United States flag.

(Adapted from *Guidelines for Teaching Flag Etiquette in Missouri Public Schools*, Missouri Department of Elementary and Secondary Education, Dec., 1998)

Linking A Program of Patriotic Exercises to the Kansas Curricular Standards

Since 1909, Kansas schools have taught students about the civic and historical importance of the Flag of the United States. Today, a program of patriotic exercises aligns with the *Kansas Curricular Standards for Civics/Government, Economics, Geography, and History* adopted by the State Board of Education in July, 1999.

Below is the Civics-Government Standard. A related selection of benchmarks and indicators is also included. These are representative of what a district may use in the development of its own unique program of instruction. A complete text of the *Standards* document clarifies the coding utilized below and provides what Kansas social studies students are expected to know and be able to do. The entire document can be viewed at the Kansas State Department of Education website (www. ksde.org), or a printed copy may be obtained by calling (785) 296-3142 or (785) 296-1978.

Civics-Government Standard:

The student uses a working knowledge and understanding of governmental systems of the United States and other nations with an emphasis on the U.S. Constitution, the necessity for the rule of law, the civic values of the American republican government, and the rights, privileges, and responsibilities to become active participants in the democratic process.

Benchmark 1: The student understands the rule of law as it applies to family, school, local, state, and national governments.

By the end of Fourth Grade:

indicator 1. explains the purpose of rules and laws and why they are important in school, community, state, and nation.

indicator 2. applies criteria useful in evaluating rules and laws (i.e., common good vs. individual rights, possible to follow).

By the end of Sixth Grade:

indicator 1. explains the possible consequences of the absence of government, rules, and laws (e.g., issues of community safety, courtesy, rules and referees of games, playground rules).

indicator 2. understands the function of the state and national capitals (e.g., lawmaking, seat of government, home of leader, home of supreme courts).

By the end of Twelfth Grade:

indicator 2. analyzes how the rule of law can be used to restrict the action of private citizens and government officials in order to protect the rights of individuals and to promote the common good (i.e., eminent domain, martial law during disasters, health and safety issues).

Benchmark 2: The student understands the shared ideals and the diversity of American society and political culture.

By the end of Second Grade

indicator 1. knows how various symbols are used to depict Americans' shared values, principles, and beliefs (i.e., eagle, flag, seals, and pledge).

indicator 2. knows the qualities of law-abiding citizens (e.g., honesty, courage, patriotism, respect).

By the end of Fourth Grade

indicator 1. understands that civic values are influenced by people's beliefs and needs (e.g., need for safety, health, and well-being).

indicator 2. describes the similarities and unique qualities of cultures in the United States

By the end of Sixth Grade

indicator 5. recognizes important founding fathers and their contributions (e.g., George Mason, Thomas Jefferson, George Washington, Benjamin Franklin, Thomas Paine, Samuel Adams, John Adams).

By the end of Twelfth Grade

indicator 1. recognizes that a nation's values are embodied in its constitution, statutes, and important court cases (i.e., *Dred Scott v. Sanford, Plessy v. Ferguson, Brown v. Topeka Board of Education*).

indicator 4. explains the importance of shared political and civic values and beliefs to the maintenance of a government by constitution in a diverse American society (i.e., freedoms and responsibilities within the Bill of Rights, civil rights amendments and other documents related to our government by constitution).

indicator 5. identifies and explains the fundamental values and principles of the American constitutional republic as expressed in historical documents, speeches, events, and ways in which these values and principles can be in conflict.

indicator 6. explains the meaning of citizenship in the United States.

Benchmark 4: The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

By the end of Second Grade

indicator 1. identifies the rights, privileges, and responsibilities students have at home, in the classroom at school, and in the community

By the end of Fourth Grade

indicator 1. understands the responsibilities and rights of the individual in groups; such as, family, peer group, class, school, and local, state, and national governments.

By the end of Sixth Grade

indicator 1. distinguishes between rights, privileges, and responsibilities.

By the end of Eighth Grade

indicator 2. acquires and records relevant information about issues involving rights, privileges, and responsibilities.

By the end of Twelfth Grade

indicator 2. explains how public policy is formed and carried out at local, state, and national levels and what roles individuals can play in the process.

indicator 7. defines issues regarding civic responsibilities of citizens in the American constitutional government (e.g., obeying the law, paying taxes, voting, jury duty, serving our country, involved in the political process).

Flag Etiquette, Use and Display

Excerpts from the United States Flag Code

The *United States Flag Code* is the guide for respect towards, as well as all handling and display of, the Stars and Stripes. The following are excerpts from the *Code*. Each school shall display the flag in conformance with the United States Flag Code (4 USC §§ 1 to 10), including: times and occasions for display; proper position and manner of display; respect for the flag; and conduct during hoisting and lowering.

§172. Pledge of allegiance to the flag; manner of delivery

The Pledge of Allegiance to the Flag should be rendered by standing at attention facing the flag with the right hand over the heart. When not in uniform men should remove their headdress with their right hand and hold it at the left shoulder, the hand being over the heart. Persons in uniform should remain silent, face the flag, and render the military salute.

I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.

History of the Pledge of Allegiance

The Pledge of Allegiance received official recognition by Congress in an Act approved on June 22, 1942. However, the pledge was first published in 1892 in the Youth's Companion magazine in Boston, Massachusetts to celebrate the 400th anniversary of the discovery of America, and was first used in public schools to celebrate Columbus Day on October 12, 1892.

In its original version, the pledge read "my flag" instead of " the flag of the United States." The change in the wording was adopted by the National Flag Conference in 1923. The rationale for the change was that it prevented ambiguity among foreign-born children and adults who might have the flag of their native land in mind when reciting the pledge.

The phrase "under God" was added to the pledge by a Congressional act approved on June 14, 1954. At that time, President Eisenhower said:*"in this way we are reaffirming the transcendence of religious faith in America's heritage and future; in this way we shall constantly strengthen those spiritual weapons which forever will be our country's most powerful resource in peace and war."*

§174. Time and occasions for display

(a) Display on buildings and stationary flagstaffs in open; night display
It is the universal custom to display the flag only from sunrise to sunset on buildings and on stationary flagstaffs in the open. However, when a patriotic effect is desired, the flag may be displayed twenty-four hours a day if properly illuminated during the hours of darkness.

(b) Manner of hoisting
The flag should be hoisted briskly and lowered ceremoniously.

(c) Inclement weather
The flag should not be displayed on days when the weather is inclement, except when an all weather flag is displayed.

(d) Particular days of display
The flag should be displayed on all days, especially on New Year's Day, January 1; Inauguration Day, January 20; Lincoln's Birthday, February 12; Washington's Birthday, third Monday in February; Easter Sunday (variable); Mother's Day, second Sunday in May; Armed Forces Day, third Saturday in May; Memorial Day (half-staff until noon), the last Monday in May; Flag Day, June 14; Independence Day, July 4; Labor Day, first Monday in September; Constitution Day, September 17; Columbus Day, second Monday in October; Navy Day, October 27; Veterans Day, November 11; Thanksgiving Day, fourth Thursday in November; Christmas Day, December 25; and such other days as may be proclaimed by the President of the United States; the birthdays of States (date of admission); and on State holidays.

(e) Display on or near administration building of public institutions
The flag should be displayed daily on or near the main administration building of every public institution.

(f) Display in or near polling places
The flag should be displayed in or near every polling place on election days.

(g) Display in or near schoolhouses
The flag should be displayed during school days in or near every schoolhouse.

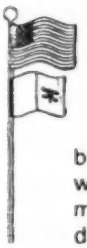
§175. Position and manner of display

The flag, when carried in a procession with another flag or flags, should be either on the marching right; that is, the flag's own right, or, if there is a line of other flags, in front of the center of that line.

(a) The flag should not be displayed on a float in a parade except from a staff, or as provided in subsection (i) of this section.

(b) The flag should not be draped over the hood, top, sides, or back of a vehicle or of a railroad train or a boat. When the flag is displayed on a motorcar, the staff shall be fixed firmly to the chassis or clamped to the right fender.

(c) No other flag or pennant should be placed above or, if on the same level, to the right of the flag of the United States of America, except during church services conducted by naval chaplains at sea, when the church pennant may be flown above the flag during church services for the personnel of the Navy.



No person shall display the flag of the United Nations or any other national or international flag equal, above, or in a position of superior prominence or honor to, or in place of, the flag of the United States at any place within the United States or any Territory or possession thereof: Provided, that nothing in this section shall make unlawful the continuance of the practice heretofore followed of displaying the flag of the United Nations in a position of superior prominence or honor, and other national flags in positions of equal prominence or honor, with that of the flag of the United States at the headquarters of the United Nations.

(d) The flag of the United States of America, when it is displayed with another flag against a wall from crossed staffs, should be on the right, the flag's

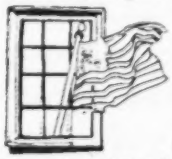
own right, and its staff should be in front of the staff of the other flag.

(e) The flag of the United States of America should be at the center and at the highest point of the group when a number of flags of States or localities or pennants of societies are grouped and displayed from staffs.

(f) When flags of States, cities, or localities, or pennants of societies are flown on the same halyard with the flag of the United States, the latter should always be at the peak. When the flags are flown from adjacent staffs, the flag of the United States should be hoisted first and lowered last. No such flag or pennant may be placed above the flag of the United States or to the United States flag's right.

(g) When flags of two or more nations are displayed, they are to be flown from separate staffs of the same height. The flags should be of approximately equal size. International usage forbids the display of the flag of one nation above that of another nation in time of peace.

(h) When the flag of the United States is displayed from a staff projecting horizontally or at an angle from the windowsill, balcony, or front of a building, the union of the flag should be placed at the peak of the staff unless the flag is at half-staff. When the flag is suspended over a sidewalk from a rope extending from a house to a pole at the edge of the sidewalk, the flag should be hoisted out, union first, from the building.



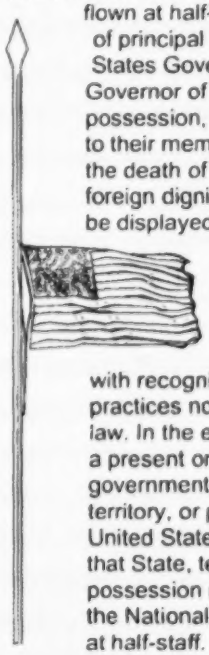
(i) When displayed either horizontally or vertically against a wall, the union should be uppermost and to the flag's own right, that is, to the observer's left. When displayed in a window, the flag should be displayed in the same way, with the union or blue field to the left of the observer in the street.

(j) When the flag is displayed over the middle of the street, it should be suspended vertically with the union to the north in an east and west street or to the east in a north and south street.

(k) When used on a speaker's platform, the flag, if displayed flat, should be displayed above and behind the speaker. When displayed from a staff in a church or public auditorium, the flag of the United States of America should hold the position of superior prominence, in advance of the audience, and in the position of honor at the clergyman's or speaker's right as he faces the audience. Any other flag so displayed should be placed on the left of the clergyman or speaker or to the right of the audience.

(l) The flag should form a distinctive feature of the ceremony of unveiling a statue or monument, but it should never be used as the covering for the statue or monument.

(m) The flag, when flown at half-staff, should be first hoisted to the peak for an instant and then lowered to the half-staff position. The flag should be again raised to the peak before it is lowered for the day. On Memorial Day the flag should be displayed at half-staff until noon only, then raised to the top of the staff. By order of the President, the flag shall be flown at half-staff upon the death of principal figures of the United States Government and the Governor of a State, territory, or possession, as a mark of respect to their memory. In the event of the death of other officials or foreign dignitaries, the flag is to be displayed at half-staff according to Presidential instructions or orders, or in accordance with recognized customs or practices not inconsistent with law. In the event of the death of a present or former official of the government of any State, territory, or possession of the United States, the Governor of that State, territory, or possession may proclaim that the National flag shall be flown at half-staff. The flag shall be



flown at half-staff thirty days from the death of the President or a former President; ten days from the day of death of the Vice President, the Chief Justice or a retired Chief Justice of the United States, or the Speaker of the House of Representatives; from the day of death until interment of an Associate Justice of the Supreme Court, a Secretary of an executive or military department, a former Vice President, or the Governor of a State, territory, or possession; and on the day of death and the following day for a Member of Congress. As used in this subsection (1) the term 'half-staff' means the position of the flag when it is one-half the distance between the top and bottom of the staff; (2) the term 'executive or military department' means any agency listed under sections 101 and 102 of title 5; and (3) the term 'Member of Congress' means a Senator, a Representative, a Delegate, or the Resident Commissioner from Puerto Rico.

(n) When the flag is used to cover a casket, it should be so placed that the union is at the head and over the left shoulder. The flag should not be lowered into the grave or allowed to touch the ground.

(o) When the flag is suspended across a corridor or lobby in a building with only one main entrance, it should be suspended vertically with the union of the flag to the observer's left upon entering. If the building has more than one main entrance, the flag should be suspended vertically near the center of the corridor or lobby with the union to the north, when entrances are to the east and west or to the east when entrances are to the north and south. If there are entrances in more than two directions, the union should be to the east.

§176. Respect for flag

No disrespect should be shown to the flag of the United States of America; the flag should not be dipped to any person or thing. Regimental colors, State flags, and organization or institutional flags are to be dipped as a mark of honor.

(a) The flag should never be displayed with the union down, except as a signal of dire distress in instances of extreme danger to life or property.

(b) The flag should never touch anything beneath it, such as the ground, the floor, water, or merchandise.

(c) The flag should never be carried flat or horizontally, but always aloft and free.

(d) The flag should never be used as wearing apparel, bedding, or drapery. It should never be festooned, drawn back, nor up, in folds, but always allowed to fall free. Bunting of blue, white, and red, always arranged with the blue above, the white in the middle, and the red below, should be used for covering a speaker's desk, draping the front of the platform, and for decoration in general.

(e) The flag should never be fastened, displayed, used, or stored in such a manner as to permit it to be easily torn, soiled, or damaged in any way.

(f) The flag should never be used as a covering for a ceiling.

(g) The flag should never have placed upon it, nor on any part of it, nor attached to it any mark, insignia, letter, word, figure, design, picture, or drawing of any nature.

(h) The flag should never be used as a receptacle for receiving, holding, carrying, or delivering anything.

(i) The flag should never be used for advertising purposes in any manner whatsoever. It should not be embroidered on such articles as cushions or handkerchiefs and the like, printed or otherwise impressed on paper napkins or boxes or anything that is designed for temporary use and discard. Advertising signs should not be fastened to a staff or halyard from which the flag is flown.

(j) No part of the flag should ever be used as a costume or athletic uniform. However, a flag patch may be affixed to the uniform of military personnel, firemen, policemen, and members of patriotic organizations. The flag represents a living country and is itself considered a living thing. Therefore, the lapel flag pin being a replica, should be worn on the left lapel near the heart.

(k) The flag, when it is in such condition that it is no longer a fitting emblem for display, should be destroyed in a dignified way, preferably by burning.

§177. Conduct during hoisting, lowering or passing of flag

During the ceremony of hoisting or lowering the flag or when the flag is passing in a parade or in review, all persons present except those in uniform should face the flag and stand at attention with the right hand over the heart. Those present in uniform should render the military salute. When not in uniform, men should remove their headdress with their right hand and hold it at the left shoulder, the hand being over the heart. Aliens should stand at attention. The salute to the flag in a moving column should be rendered at the moment the flag passes.

Presenting the Flag

Presentation of the flag during a ceremony should be preceded by a brief talk emphasizing the importance of the occasion. Following the presentation all present should salute the flag, recite the pledge of allegiance, and sing the national anthem.

Folding the Flag

1. Two persons, facing each other, hold the flag waist high and horizontally between them.
2. The lower striped section is folded, lengthwise, over the blue field. Hold bottom to top and edges together securely.
3. Fold the flag again, lengthwise, folded edge to open edge.
4. A triangular fold is started along the length of the flag, from the end to the heading by bringing the striped corner of the folded edge to meet the open edge.
5. The outer point is turned inward parallel with the open edge, forming a second triangle.
6. Repeat the triangular folding until the entire length of the flag is folded.

When the flag is completely folded only the triangular blue field should be visible.

Examples of Various Flag Displays

Memorial Day:
Before noon at half-staff - after noon at full-staff.

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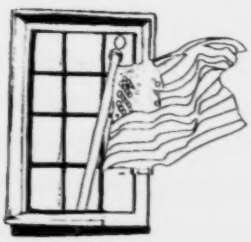
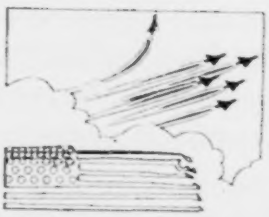
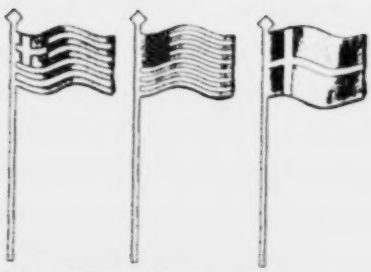


At Angle from a Window Sill or Building:
The union is at the peak or top of the staff.



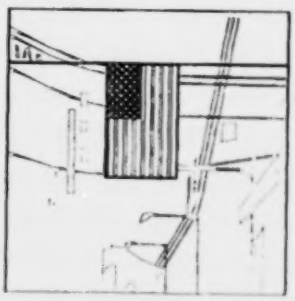
Draped Over Caske
The union is at the head a the left shoulder. The flag sho not be lowered into the grave allowed to touch the ground.



Flags of Two or More Nations:
Flags of two or more nations are to be flown from separate staffs of the same height. The flags should be of approximately equal size.

Salute to the Flag:
When present at a ceremony hoisting, or lowering the flag, or reciting the Pledge of Allegiance, face the flag and stand at attention with the right hand over the heart. If present in military uniform – render the military salute. Men not in military uniform should remove hats with the right hand and hold the hat at the left shoulder, with the right hand over the heart.

On Same Halyard with Flags of Cities or Organizations:
The United States Flag should always be at the peak.

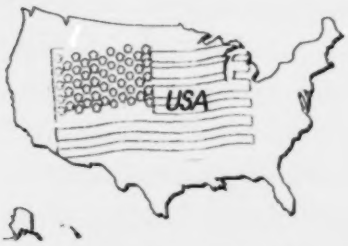


Over Middle of Street:
The flag is suspended vertically with the union to the north in an east and west street or to the east in a north and south street.

Significant Legal Holidays for Flying the Flag

Flag Day

Each year on June 14, the birthday of the Stars and Stripes is celebrated. On June 14, 1777 the Second Continental Congress authorized a new flag to symbolize the new Nation, the United States of America.



The Stars and Stripes first flew in a Flag Day celebration in Hartford, Connecticut in 1861, during the first summer of the Civil War. The first national observance of Flag Day occurred on June 14, 1877, the centennial of the original flag resolution.
By the mid 1890's the observance of Flag Day on June 14th was a popular event.

President Woodrow Wilson issued a proclamation calling for a nationwide observance of Flag Day on June 14, 1916. It was not until 1949 that Congress made this day a permanent observance by resolving: "That the 14th day of June of each year is hereby designated as Flag Day..." The measure was signed into law by President Harry Truman.

Although Flag Day is not celebrated as a Federal holiday, Americans everywhere continue to honor the history and heritage it represents.

Memorial Day

The 30th day of May in 1868 was designated for decorating the graves of those who died in defense of their country. Since that time, Memorial Day has come to be a time when all graves are decorated.

Throughout the world, wherever American soldiers are buried, Memorial Day is observed. It is the time not only for honoring those who made the supreme sacrifice, but for stressing the futility of war and expressing our hopes for a lasting world peace.

In 1969, the Kansas Legislature provided for the state observation of this holiday on the last Monday in May.

Washington's Birthday

Washington's Birthday was observed publicly for the first time in the late 18th century, while George Washington was still president. It became an official holiday in 1885, when President Chester Arthur signed a bill making it a federal holiday. The actual date of his birthday is February 22.

Lincoln's Birthday

Lincoln's Birthday, February 12, was first formally observed in Washington, D. C. in 1866, when both houses of Congress gathered for a memorial address in tribute to the assassinated president. Kansas and many other states continue to observe Lincoln's Birthday.

Resources and Activities for Instruction of Flag Etiquette

Resources

1. School and Public Libraries:

   - Law-Related Education Clearinghouse; Teachers' College Resource Center, Emporia State University; Visser Hall, Room 224; 1200 Commercial; Emporia, KS 66801; Phone: (620) 341-5292; Director: Marla Darby (e-mail: darbymar@esumail.emporia.edu)

2. Organizations:

   There are a number of organizations that may be contacted by teachers and/or students for assistance with flag-related activities and patriotic observances. Many of these organizations have offices or local affiliates throughout the state. The following is state contact information for two organizations that are widely known to have multiple resources related to flag etiquette and flag education.

   - The American Legion, State of Kansas, 1314 S. W. Topeka Blvd., Topeka, KS 66612 (Phone: 785-232-9315)
   - Veterans of Foreign Wars of the United States, State Headquarters, 115 Gage, Topeka, KS 66606 (Phone: 785-272-6463, Fax: 785-272-2629)
   - Kansas Army National Guard, 2722 S. W. Topeka Blvd., Topeka, KS 66611 (Phone: 785-274-1075, Fax: 785-274-1614)

Activities and Resources on the Web

http://score.rims.k12.ca.us/activity/burningdesire/index.html
Burning Desire: A focus Group Turns Its Attention to Old Glory
Students are asked to form a focus group to provide input to their Senator regarding an amendment to the Constitution banning any and all forms of flag desecration.
By: David R. MacDonald

http://www.va.gov/pubaff/celebAm/CAIndex.htm
Celebrating America's Freedoms
This group of fourteen essays about the country's most familiar national symbols, customs and observances may be used by elementary and high school teachers as handouts to students and as curricular background material in connection with patriotic observances such as Veterans Day (Nov. 11). A description of possible school activities is included:

1. The Origins of Veterans Day -- The celebrated ending of World War I on November 11 sparked the annual occasion to honor all who have served the United States in war. Download in Word 6.0 format
2. The United States Flag -- How "The Stars and Stripes" design has developed since 1776. Download in Word 6.0 format
3. Guidelines for Display of the Flag -- Do's and Don'ts to correctly show respect for the national banner. Download in Word 6.0 format
4. "Old Glory" -- The story behind the affectionate name for the U.S. flag. Download in Word 6.0 format
5. Flying the American Flag at Half-Staff -- When the flag is lowered to signify a national period of mourning. Download in Word 6.0 format

6. The Pledge of Allegiance -- The words, and how they are delivered, changed throughout the early part of this century. Download in Word 6.0 format
7. The American Bald Eagle -- Controversy in establishing the national bird as symbol. Download in Word 6.0 format
8. "The Star-Spangled Banner" -- Francis Scott Key's poem and a British tune became the national anthem. Download in Word 6.0 format
9. The Story of Taps -- Based on a French signal to end the soldier's day, the melancholy bugle call now is also heard at military burials and memorial services. Download in Word 6.0 format
10. Gun Salutes -- From visiting naval vessels saluting the host country to rifle volleys at a military funeral, firing of guns is a centuries-old tradition of showing honor. Download in Word 6.0 format
11. The Origins of Memorial Day -- Since after America's Civil War, those who died in battle have been honored -- and their graves decorated -- in the springtime. Download in Word 6.0 format
12. The National Cemetery System -- The Department of Veterans Affairs maintains 114 national cemeteries for the burial of all veterans of U.S. armed forces, their spouses and young children. Download in Word 6.0 format
13. Arlington National Cemetery -- America's most well known national cemetery still buries service members and some veterans. Download in Word 6.0 format
14. Veterans and the Department of Veterans Affairs -- The federal government's second largest civilian work force serves potentially more than 26 million veterans today. Download in Word 6.0 format

http://score.rims.k12.ca.us/activity/indepday/index.html
Independence Day
National holidays, songs and symbols. Your class will make their own flag, monument, anthem and holiday for their own Independence Day.
By: Joe Williamson

http://www.enchantedlearning.com/usa/flags/
USA State Flags
Select a state and print out a colorable copy and read short history of its flag. Or you may want to select the U.S. flag or the Great Seal. Then design your own flag.
By: Enchanted Learning

http://www.harcourtschool.com/activity/flag/index.html
You're a Grand Old Flag
Every country has a flag. A flag stands for a nation and the people who live there. What do you know about the United States' flag?
By: Harcourt School Publishers

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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